NSW GOVERNMENT Education & Communities

Whitebridge High School

Annual School Report 2014

WHITEBRIDGE HIGH SCHOOL
VIAM QUAERE VITAE

8390

School context statement

Whitebridge High School draws students from the local community that includes the suburbs of Charlestown and the southern beaches area of Newcastle. It has out-of-area enrolments of over 15%. It is a co-educational, comprehensive high school of 1056 students with a broad socio-economic profile. The school has an indigenous student population of 4%, and a language background other than English of 5%. Additionally, there are two multi-categorical classes and an ED class catering to students from Years 7 to 12.

The school is deeply integrated into its community with strong links through the Whitebridge Community of Schools (WCoS) with the six partner primary schools. This relationship provides the community with a real sense of K-12 public education. Whitebridge High also has academic and research links with Newcastle TAFE and Newcastle University. The Beacon Project forges close links with local businesses expanding to 37 school-business partnerships in 2014.

Whitebridge High School has actively sought opportunities to connect with the world beyond the local context. During the last two years the school has established a strong focus on Asia and the school's place in this geographical region. Part of this program has been to:

- establish classes in Mandarin;
- develop 'sister-school' relationships with schools in China;
- arrange reciprocal excursions for students;
- and create through the sponsorship of the Chinese government, a Confucius classroom.

These arrangements are in addition to the teaching of Japanese language and other cultural experiences available to students.

The staff of Whitebridge High is a blend of experienced and early career teachers. Their professional expertise is supplemented with a strong commitment to provide students with co-curricula experiences, especially in sport, cultural activities, science and engineering, wilderness experiences, and through excursions targeted at supporting in-class learning.

Principal's Message

We are an immensely proud yet modest school! Proud that we are a comprehensive school that opens its doors to all students in our local area. Proud that we punch above our weight in terms of student outcomes, academic achievement, student placement in apprenticeships, traineeships and employment opportunities. Proud of our facilities, and bushland setting. Proud of our high calibre teachers and their endless capacity for doing the best for their students while continuing their own professional development to be better at their teaching. Proud that our school has an inclusive and cohesive culture that demonstrates the diversity of our local community and family of schools. Proud and extremely grateful that we have a supportive community and parent body that encourages students to really engage in their learning and do their best. In short Whitebridge High School is a great school.

Unfortunately, due to surgery and rehabilitation, I was on long term sick leave last year. I am extremely grateful for the leadership of Joanne Gray who was the relieving principal for the year. Joanne used her time in the role to gain experience in school leadership and was successful in gaining a promotion as principal at Singleton High School in 2015. I thank Joanne for her leadership and management of the school and also all staff who supported her in her relieving capacity.

Supporting our school is the Parents and Citizens Association (P&C), the School Council and Canteen team. These groups have given their time and efforts to assist in the day to day operations of teaching and learning, as well as feeding our students and the overall governance of our school. Thank you for your contribution over the year. Together we work cohesively to ensure our school is the best it can be for our students.

Of note in 2014 was the leadership of our student governance teams. I congratulate Edan Roberts and Shanias Steneke for the leadership of the Student Executive Council through the role of School Captains. Edan and Shanais spoke at the 2014 Adamstown RSL ANZAC Day ceremony. A task that they accomplished with aplomb. 2014

also was a great year for senior student behaviour, celebration and role model contribution to the school on the completion of their studies. I am indebted to the work of Susan Beacher, Year 12 Advisor, who led this cohort of students over the past six (6) years.

Congratulations to Jordan Kime the 2014 Dux of the School. Our HSC results were very pleasing with the whole 2014 cohort producing results that showed a distinct shift in the distribution across the band moving up from band 2 to band 3, band 3 to band 4 and band 5 to band 6. This is great result right across the board for the cohort.

In 2014 our school paid a high level of attention to student voice. This innovation in our practice stems from the school's participation in the Australian Institute of Teaching and School Leadership (AISTL) national innovation program. Together with Warners Bay High School we explored the use of student voice and feedback both to students from teachers and from students to teachers about learning and teaching. This practice is based on the 'effect size' research of John Hattie and use of language in effective feedback by Carol Dweck. We are impressed with the impact of this collaboration with a neighbouring high school and the developments in teachers' learning and practise across the two schools.

We have continued our focus on developing our school to meet the needs of our students to participate on a global stage through our relationships with sister schools in China and Japan. We look forward to opening our Confucius classroom and partnership with the University of Newcastle and the school field trips to China and Europe in 2015.

We also look forward to continuing our school programs that nurture the qualities of respect, self-discipline, responsibility and courteous behaviour as well as reinforcing high expectations in learning and achievement for all students in 2015.

Ian Wilson

P&C message

Our P&C has had another successful year in 2014 with several key highlights achieved in partnership with the school executive. We endeavour to demonstrate the best qualities of leadership for our children so that they may develop these qualities in themselves.

All our members have worked cooperatively with the school to facilitate an inclusive and welcoming atmosphere. The P&C with the support of the school executive now have a schedule of guest speakers to address the monthly meetings on topics of interest to the school community. Topics are advertised in advance and parents have had the opportunity to meet the head teachers from the school faculties. This has facilitated personal conversations between teachers and parents that have been very informative. This will continue in 2015.

The canteen has again been successful in providing a net profit of $49,000 in 2014. The healthy menu is interesting and affordable thanks to the astute management by the supervisors, Ms Meyers and Mrs Goverd, and the strong support of the volunteer parents and students. EFTPOS was introduced into the canteen in 2014 at the request of the Student Representative Council. The P&C is also pursuing other projects in association with the Student Representative Council in 2015.

With the support of parents a fund raising BBQ was held for the by-election in October, 2014. This also helps to raise the profile of the school for the wider community that visit the school to vote. The P&C continues to support the image and presentation of the school through the positive endorsement of the school dress code. This is a major feature of our school and draws many favourable comments from visitors and community members.

The P&C has endorsed the school's participation in the Empowering Local Schools National Partnership (ELSNP) and is represented on the School Council in reviewing management matters pertinent to the school's operation.

Thank you to all parents and community members who volunteer their time to support our P&C activities and meetings. We have a great school with a caring and committed staff and a very supportive community. This is strong base for a quality education for our children.

Christine Beverley

Student Representative's Message

2014 saw some profound development to the Whitebridge High School community. The enthusiastic initiatives have seen our school move in a positive direction and will be reflected throughout the community.

Some events that have seen the Whitebridge High School build ties include;

2014 Shave for a Cure fundraiser day. This day saw our 2014 school captains and other students take the plunge and shave their hair for cancer. Some students took part with this great initiative and we even got to see Mr Martinelli get his beard shaved off. It's fair to say it was a very enlightening experience for all students and staff to be involved with.

Our attention must also be brought to the Year 12 group of 2014, who are now well on their paths to living a successful life. This year group, for a long time has been one of presence. A year characterized by harmony and equality. They have often inspired the minds of young people, academically, sportingly and artistically. The daily exposure of these students will be missed and we commend their efforts for the past 6 years and wish them good luck.

Not only has the harmonious presence of the previous Year 12 group given the school a greater sense of community feeling, but the Student Representative Council, lead by Captains Shanais Staneke and Edan Roberts, also further developed and encouraged positive changes for the school, providing the school with fundraising days and continuing to encourage students to be the best leaders they could be. These two honourable students led the student body with pride, commitment and compassion, which have encouraged us as leaders of the school even more.

The SRC had many great accomplishments in 2014. One of the things that stood out was the return of the School Dance. This saw students coming together for a night of fun and the SRC can't wait to see another dance up and running for 2015. The initiative lead by the Yr 11 students to gain EFTPOS in the canteen has been proven a success in 2014 and has been very popular amongst all students.

Whitebridge High School has played host to many exchange students in 2014 which have been valuable assets to student's cultural learning within the school. Yr 10 was host to German exchange student Nina, while Yr 11 has played host to Swedish student Klara and Danish student Christine. They will continue their host with Whitebridge High until early 2015.

In 2015 students are looking forward to many cultural trips to China and Europe. 2014 has been a busy time organising these trips and we thank Whitebridge High School for these opportunities.

Whitebridge High School was chosen to be involved in the 2014 Sony Foundations Holiday Camp which saw a selection of our students take on the role of carer and a friend for children with disabilities for 4 days in late 2014. This heart warming experience has truly enriched those students involved and has been a wonderful opportunity to create new friendships and memories for all children and students involved.

As we happily reflect on the year 2014, we can easily say that the Whitebridge High School community is ever-growing in a harmonious and positive direction, with plans for 2015 to further enhance the school in many positive ways. The SRC is already in production with new ideas, events and fundraisers, such as a school dance, awareness days and leadership days for 2015. Although the 2014 year 12 group has already left and are on their own individual journeys, the true Whitebridge spirit is still imparted within the school, which we believe will continually encourage and inspire students for 2014, but leading into the future too.

Gemma Morgan and Michael Sturn

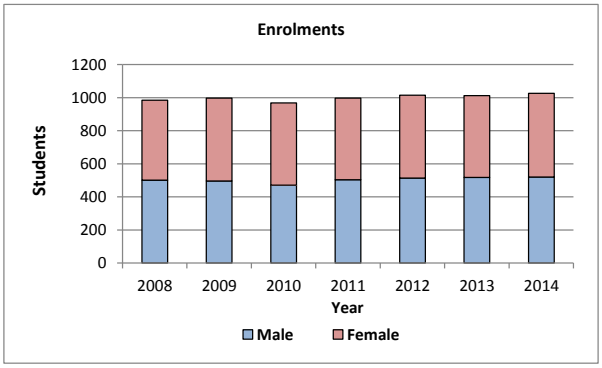
School Captains

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

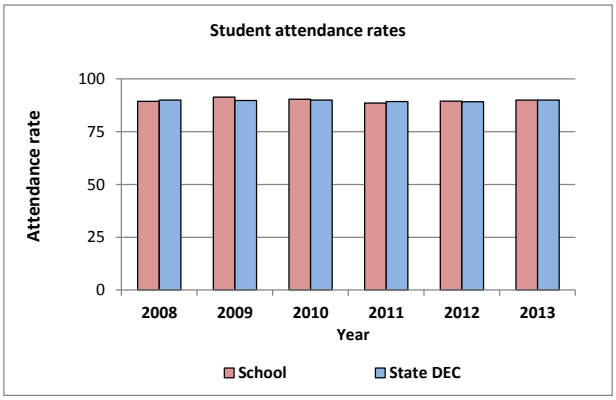
Student enrolment profile

Gender	2008	2009	2010	2011	2012	2013	2014
Male	501	496	471	503	514	517	520
Female	484	501	498	493	501	495	506



Student attendance profile

	Year	2008	2009	2010	2011	2012	2013	2014
School	7		94.4	93.6	92.8	91.0	94.1	92.3
	8		91.0	92.1	90.6	91.0	89.6	91.9
	9		89.9	88.0	88.0	89.2	90.3	88.4
	10		90.2	87.5	84.6	87.3	86.9	87.5
	11		90.3	88.5	85.2	85.4	87.2	92.5
	12		92.5	93.0	89.9	92.3	91.6	93.8
	Total	**89.3**	**91.3**	**90.3**	**88.5**	**89.4**	**89.9**	**90.7**
State DEC	7		92.3	92.6	92.5	92.4	93.2	93.3
	8		90.0	90.5	90.1	90.1	90.9	91.1
	9		88.8	89.1	88.8	88.7	89.4	89.7
	10		88.7	88.3	87.1	87.0	87.7	88.1
	11		89.4	89.1	87.6	87.6	88.3	88.8
	12		89.4	89.8	89.2	89.3	90.1	90.3
	Total	**89.9**	**89.7**	**89.9**	**89.2**	**89.1**	**89.9**	**90.2**



Post-school destinations

Post-school destinations	Year 10 %	Year 11 %	Year 12 %
seeking employment	NA	20	9
employment	67	80	29
TAFE entry	33	0	2
university entry	NA	NA	58
other	NA		2
unknown	NA		29

The post-school destinations data is representative of the cohort of students who did not continue schooling.

Year 12 students undertaking vocational or trade training

In 2014, twenty students completed a Certificate II qualification in TAFE vocational education training. Three students completed traineeships as part of their HSC and vocational education training

Year 12 students attaining HSC or equivalent Vocational educational qualification

Ninety nine percent of students received an HSC or vocational equivalent qualification in 2014.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teachers	11
Classroom Teacher(s)	62.7
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administrative & Support Staff	15
Total	96.8

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

School staffing mix includes 1.2% of Aboriginal staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	**100%**
Postgraduate	**29%**

Professional learning and teacher accreditation

All teaching staff meet the professional requirements for teaching in NSW public schools.

NSW Institute of Teachers Accreditation	**11%**

Beginning Teachers

In 2014, Whitebridge High School had two beginning teachers.

Financial summary

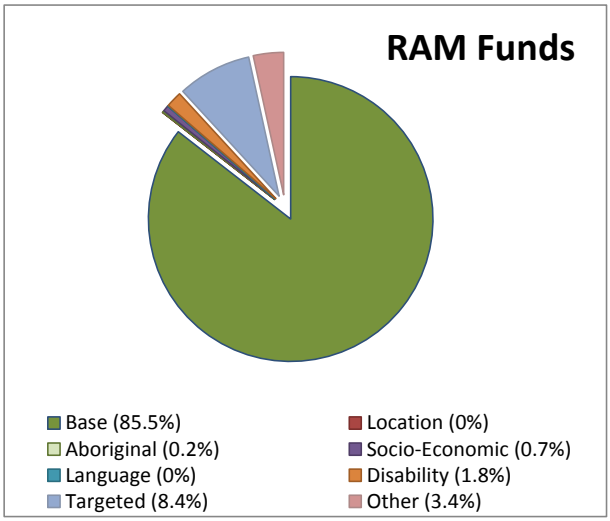
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

	2014 Actual ($)
Opening Balance	(455,775)
Revenue	**(10,436,767)**
Appropriation	(9,945,982)
Sale of Goods and Services	(23,282)
Grants and Contributions	(455,594)
Investment Income	(11,909)
Gain and loss	-
Other Revenue	-
Expenses	**10,371,842**
Recurrent Expenses	10,371,842
Employee Related	9,492,228
Operating Expenses	879,614
Capital Expenses	-
Surplus/Deficit for the Year	**(64,925)**
Balance Carried Forward	**(520,700)**

The information provided in the Financial Summary is current at the date shown. This summary includes reporting from 1 January 2014 to 31 December 2014

Funds received through the Resource Allocation Model (Whitebridge High School)*

Component	RAM
Base	**8,241,888**
Equity	**255,965**
Location	-
Aboriginal	18,250
Socio-Economic	64,302
Language	-
Disability	173,413
Targeted	**809,925**
Other	**331,333**
Total	**9,639,110**



The RAM data is the main component on the "Appropriation" section of the financial summary above.

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School Performance

Creative and Performing Arts

Whitebridge High School was well represented in Starstruck 2014. There were 2 dance groups, 2 featured singers and 2 students in the technical support crews.

A group of students who were trained as specialist photographers for school publications produced photographic images that showed their talents. A set of images was printed on canvas for display in the school foyer.

The WHS band, under the leadership of Mr Ryan, won their division in the 2014 Bandfest Competition. This beginning band is developing their repertoire and has performed at selected school events throughout the year.

The school held a sell-out show at Lizottes, featuring the talents of senior music students. Several of the ensembles were supported by talented junior students. Lizottes is a professional establishment and there is great community support and commentary on the outstanding professionalism of the performers as well as the sound crew, who are junior WHS students.

Year 12 Visual Arts students were again selected for the First Class Exhibition at Lake Macquarie City Art Gallery. This exhibition features outstanding regional works from the 2014 HSC Visual Arts submissions. One student was

selected for the very prestigious exhibition, Artexpress, which will take place in 2015 at Maitland Art Gallery.

WHS showcased the talents in the CAPA faculty at the annual MADD night. Dance, drama and musical items were performed to a sell-out audience. Primary students were able to see a preview during the day. HSC Visual Arts submissions were exhibited in the school library.

Dance students were again very successful at the Newcastle Dance Festival and performed 3 items. The Dance Festival showcases the best dance performance in the region.

Sport

Outside of school we have students compete at state, national and international levels in a variety of sports including water polo, touch football, tennis, netball, soccer, surfing, athletics, swimming, rugby union, cheerleading, trampolining and gymnastics. Lucas Mackaway was chosen to represent Australia in water polo. Breanna Ellison finished 5th in the world aerobics championship and Zane Ellison backed up his results from last year again winning two world championships in aerobics.

Within the school the open girls' soccer team was regional champions, the girls under 16 netball team won the Hunter all school championship and the boys under 15 AFL team were regional champions.

We had many state representatives and state medalists in a variety of sports. Andrew Dunford and Lucas Mackaway in water polo, Kallie Atkins and Matthew Atkins in touch football, Charlie Horsley in soccer and Taulago Lalaga in rugby union all represented NSWCHS. Lachlan Davis medalled at CHS swimming, Harry Meissner and Tom Crockett won a CHS sailing championship. Katherine Tennant medalled at NSWCHS trampoline sports. Erin Cleaver, Chelsea Egginton, Grace Weir and Isobel Warby excelled in athletics, all winning numerous medals at CHS and NSW All schools championships as well as winning the most outstanding girls' school team at the CHS athletics carnival.

Whitebridge High School continues to offer a wide variety of individual and team activities, giving the opportunity for students to compete at a regional, state and national level. Much thanks to all staff and parents involved in coaching, managing and transporting students.

Mindplay

Mindplay is an annual mental health drama competition in which schools are to research and then playbuild a performance based on a mental health theme. Whitebridge High students from year 11 entered their piece called "Paul" which was the standout performance during the audition round and ensured them a place in the grand final. The grand final was held at the Hunter Theatre, and in front of a full house, Whitebridge was able to defeat some very strong competitors to take out the first prize for this event.

Dramaworks

Dramaworks is an annual DEC funded arts program which provides week-long workshops for gifted and talented drama students in Years 9 -11 from across the Hunter. The aim of this event is to afford students an opportunity to experience unique drama workshops designed and delivered by professional teaching artists from a variety of theatrical disciplines. In 2014 Dramaworks was hosted by Tantrum Youth Arts and offered workshops in dance-theatre, script writing, verbatim theatre and method acting. As a result of this week-long intensive workshop, three groups were nominated for the Secondary Showcase. Both these events were coordinated and organised by Bradley McDonald.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au

and enter the school name in the *Find a school* and select *GO* to access the school data.

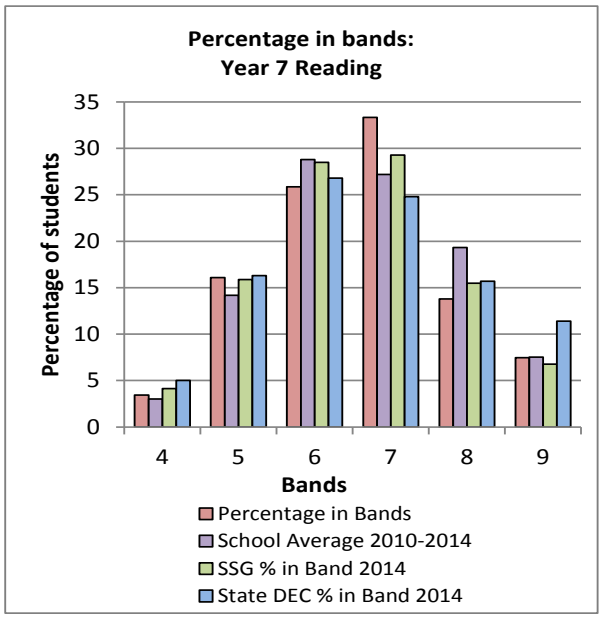
NAPLAN Year 7 - Literacy

Year 7 NAPLAN Reading

	School	SSG	State DEC
Average score, 2014	535.9	533.4	538.9

Skill Band Distribution

Band	4	5	6	7	8	9
Number in Band	6	28	45	58	24	13
Percentage in Bands	3.5	16.1	25.9	33.3	13.8	7.5
School Average 2010-2014	3.0	14.2	28.8	27.2	19.3	7.5
SSG % in Band 2014	4.1	15.9	28.5	29.3	15.5	6.8
State DEC % in Band 2014	5.0	16.3	26.8	24.8	15.7	11.4

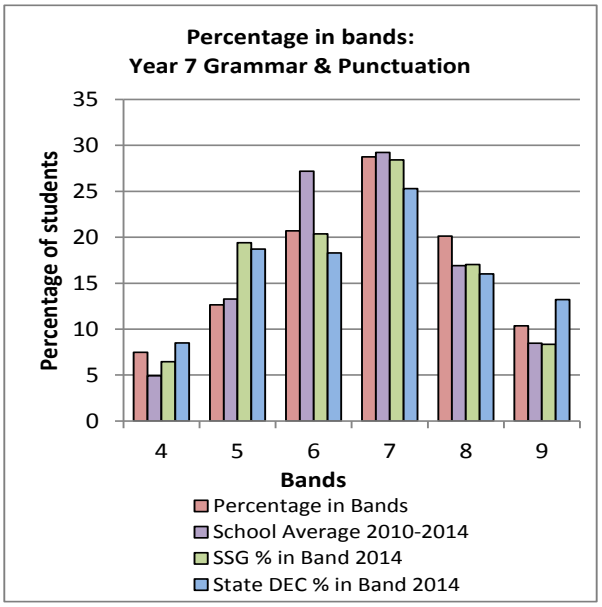


Year 7 NAPLAN Grammar and Punctuation

	School	SSG	State DEC
Average score, 2014	541.0	533.0	538.5

Skill Band Distribution

Band	4	5	6	7	8	9
Number in Band	13	22	36	50	35	18
Percentage in Bands	7.5	12.6	20.7	28.7	20.1	10.3
School Average 2010-2014	4.9	13.3	27.2	29.2	16.9	8.5
SSG % in Band 2014	6.4	19.4	20.4	28.4	17.0	8.3
State DEC % in Band 2014	8.5	18.7	18.3	25.3	16.0	13.2

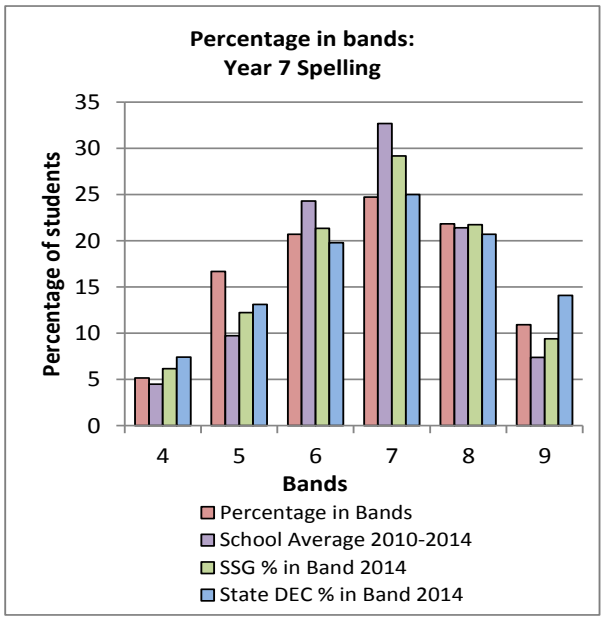


Year 7 NAPLAN Spelling

	School	SSG	State DEC
Average score, 2014	542.1	541.7	545.1

Skill Band Distribution

Band	4	5	6	7	8	9
Number in Band	9	29	36	43	38	19
Percentage in Bands	5.2	16.7	20.7	24.7	21.8	10.9
School Average 2010-2014	4.5	9.7	24.3	32.7	21.4	7.4
SSG % in Band 2014	6.2	12.2	21.3	29.2	21.7	9.4
State DEC % in Band 2014	7.4	13.1	19.8	25.0	20.7	14.1

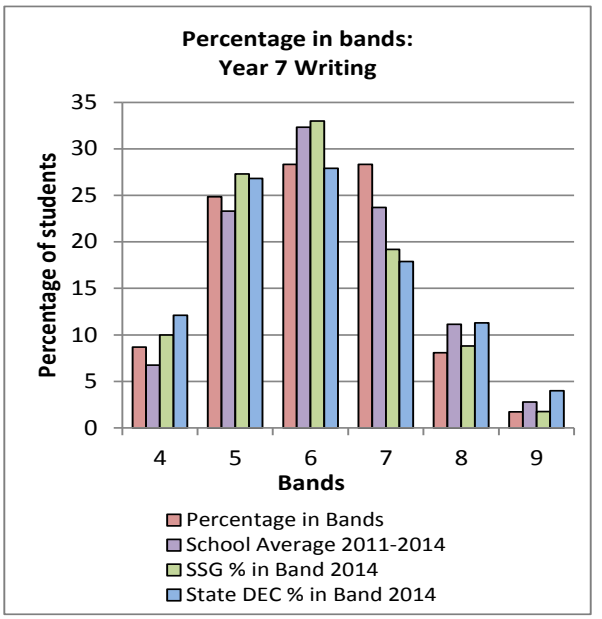


Year 7 NAPLAN Writing

	School	SSG	State DEC
Average score, 2014	498.4	497.7	499.0

Skill Band Distribution

Band	4	5	6	7	8	9
Number in Band	15	43	49	49	14	3
Percentage in Bands	8.7	24.9	28.3	28.3	8.1	1.7
School Average 2011-2014	6.8	23.3	32.3	23.7	11.1	2.8
SSG % in Band 2014	10.0	27.3	33.0	19.2	8.8	1.8
State DEC % in Band 2014	12.1	26.8	27.9	17.9	11.3	4.0



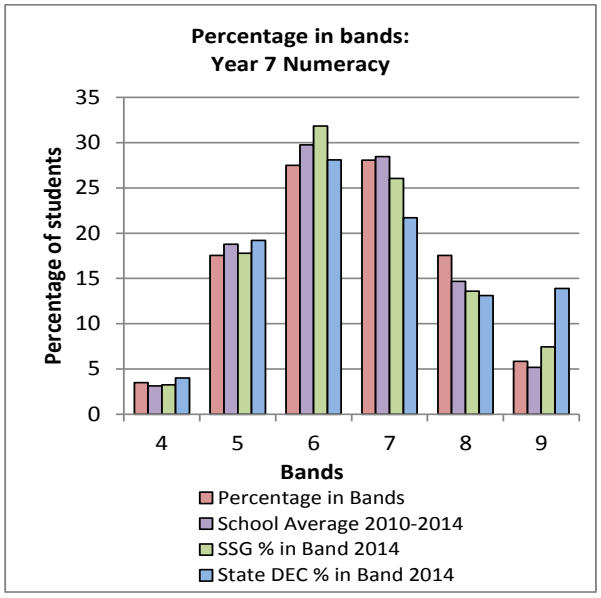
NAPLAN Year 7 - Numeracy

Year 7 NAPLAN Numeracy

	School	SSG	State DEC
Average score, 2014	533.6	532.4	542.9

Skill Band Distribution

Band	4	5	6	7	8	9
Number in Band	6	30	47	48	30	10
Percentage in Bands	3.5	17.5	27.5	28.1	17.5	5.9
School Average 2010-2014	3.1	18.8	29.8	28.5	14.7	5.2
SSG % in Band 2014	3.3	17.8	31.8	26.1	13.6	7.5
State DEC % in Band 2014	4.0	19.2	28.1	21.7	13.1	13.9

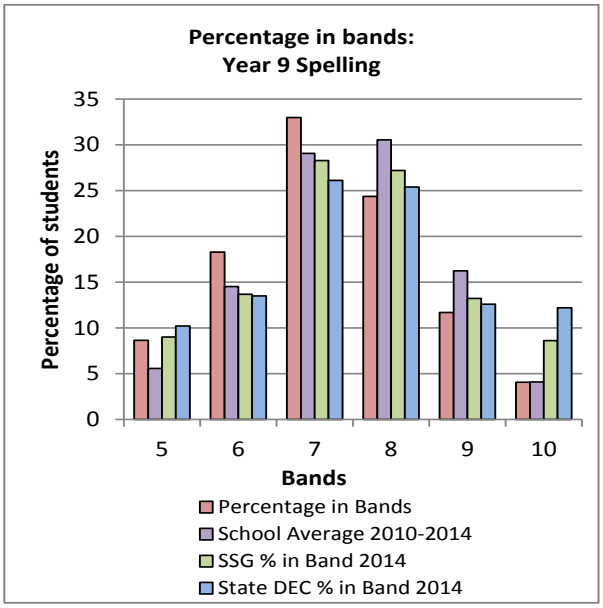


Year 9 NAPLAN Spelling

	School	SSG	State DEC
Average score, 2014	567.3	578.8	582.1

Skill Band Distribution

Band	5	6	7	8	9	10
Number in Band	17	36	65	48	23	8
Percentage in Bands	8.6	18.3	33.0	24.4	11.7	4.1
School Average 2010-2014	5.6	14.5	29.1	30.5	16.2	4.1
SSG % in Band 2014	9.0	13.7	28.3	27.2	13.2	8.6
State DEC % in Band 2014	10.2	13.5	26.1	25.4	12.6	12.2



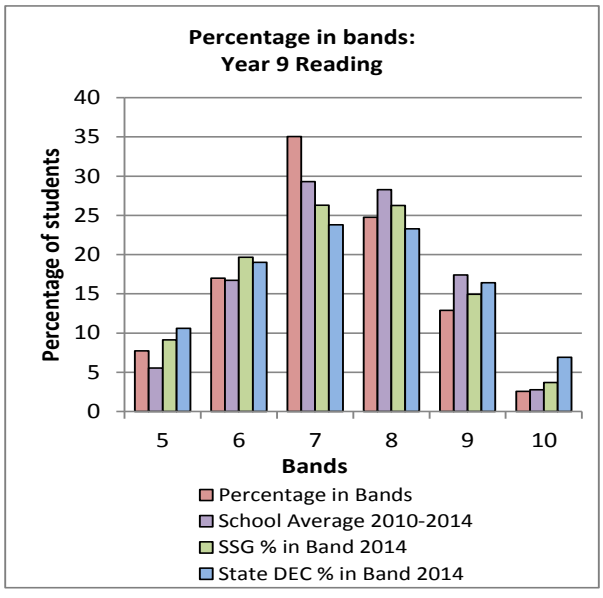
NAPLAN Year 9 – Literacy

Year 9 NAPLAN Reading

	School	SSG	State DEC
Average score, 2014	569.1	570.3	575.0

Skill Band Distribution

Band	5	6	7	8	9	10
Number in Band	15	33	68	48	25	5
Percentage in Bands	7.7	17.0	35.1	24.7	12.9	2.6
School Average 2010-2014	5.5	16.7	29.3	28.3	17.4	2.8
SSG % in Band 2014	9.1	19.7	26.3	26.2	15.0	3.7
State DEC % in Band 2014	10.6	19.0	23.8	23.3	16.4	6.9

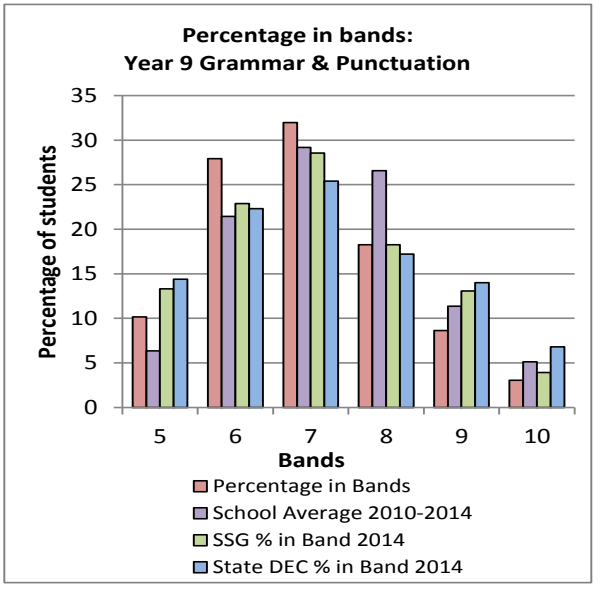


Year 9 NAPLAN Grammar and Punctuation

	School	SSG	State DEC
Average score, 2014	556.8	561.8	566.5

Skill Band Distribution

Band	5	6	7	8	9	10
Number in Band	20	55	63	36	17	6
Percentage in Bands	10.2	27.9	32.0	18.3	8.6	3.1
School Average 2010-2014	6.4	21.5	29.2	26.6	11.4	5.1
SSG % in Band 2014	13.3	22.9	28.6	18.3	13.1	3.9
State DEC % in Band 2014	14.4	22.3	25.4	17.2	14.0	6.8

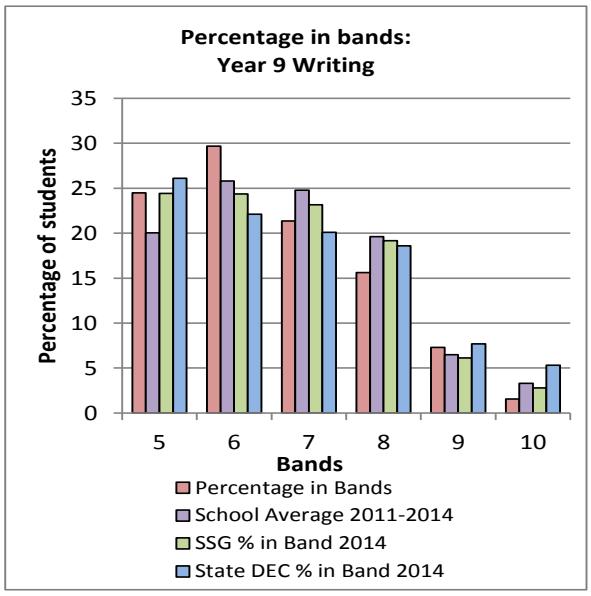


Year 9 NAPLAN Writing

	School	SSG	State DEC
Average score, 2014	514.3	528.6	530.2

Skill Band Distribution

Band	5	6	7	8	9	10
Number in Band	47	57	41	30	14	3
Percentage in Bands	24.5	29.7	21.4	15.6	7.3	1.6
School Average 2011-2014	20.0	25.8	24.8	19.6	6.5	3.3
SSG % in Band 2014	24.4	24.4	23.1	19.1	6.1	2.8
State DEC % in Band 2014	26.1	22.1	20.1	18.6	7.7	5.3



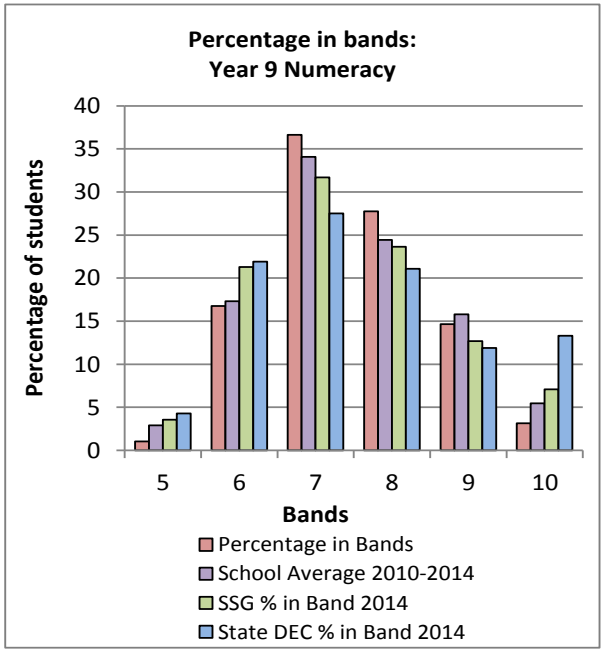
NAPLAN Year 9 - Numeracy

Year 9 NAPLAN Numeracy

	School	SSG	State DEC
Average score, 2014	579.9	577.9	587.8

Skill Band Distribution

Band	5	6	7	8	9	10
Number in Band	2	32	70	53	28	6
Percentage in Bands	1.1	16.8	36.7	27.8	14.7	3.1
School Average 2010-2014	2.9	17.3	34.1	24.4	15.8	5.5
SSG % in Band 2014	3.6	21.3	31.7	23.6	12.7	7.1
State DEC % in Band 2014	4.3	21.9	27.5	21.1	11.9	13.3



Progress in Reading

Results indicated that our Year 9 students performed 5.9 points below the state average in reading. There was a slight increase from 2013 in the percentage of students in the top band of 0.4 %. Over half of our Year 9 students achieved greater than or equal to expected growth in their reading results. This expected student growth has continued to improve over the last few years. These results reflect a similar trend in the reading results of our Year 7 students. The Focus on Reading targeted program, as a whole school initiative, is addressing the gap between the school's and the state's average results in reading.

Progress in Numeracy

Year 9 students marginally improved in all aspects of numeracy. The Year 9 girls showed the more improvement overall. There are still further areas for improvement in Year 9 numeracy.

Year 7 performed well below state and similar school group scores. The Year 7 boys performed better than the Year 7 girls overall.

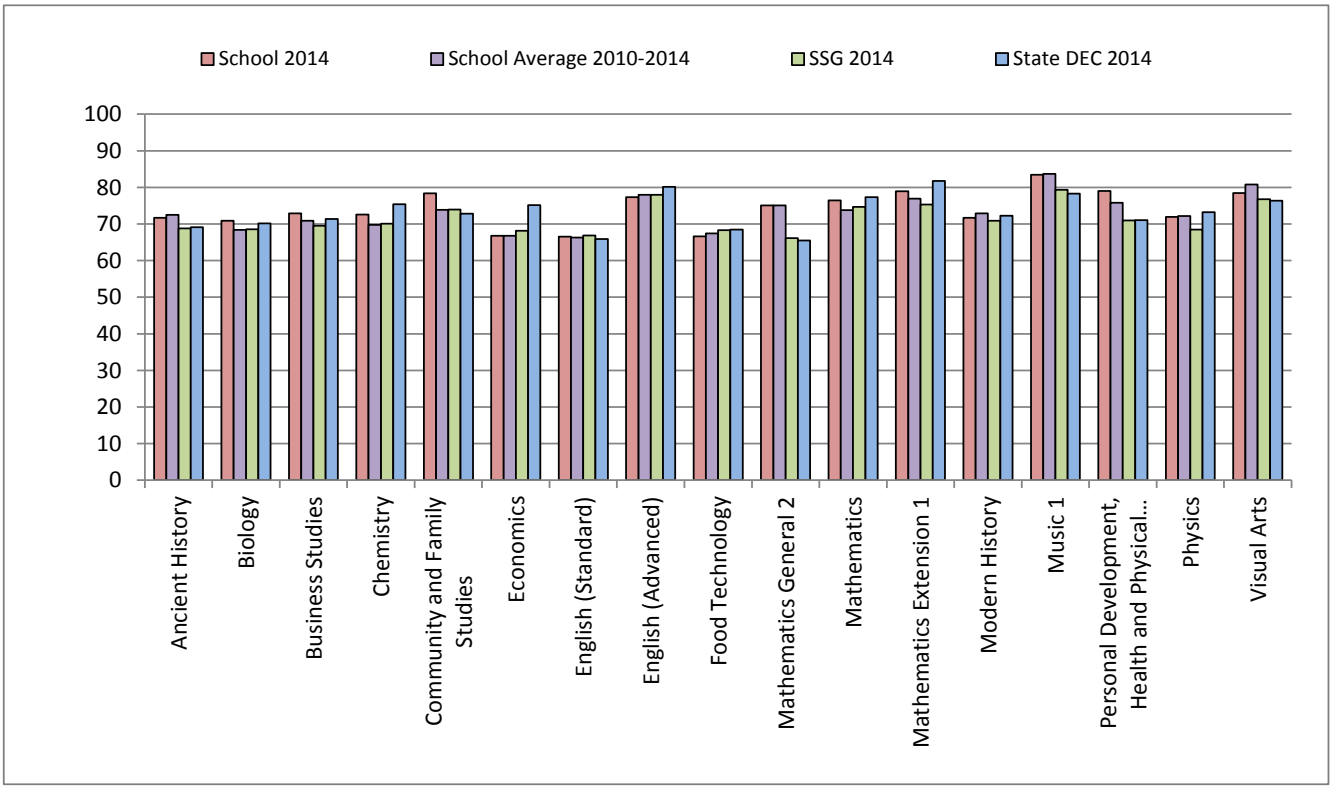
There is room for further improvement in Year 7 numeracy.

Stage 3 teachers from partner primary schools and mathematics staff from Whitebridge High School work cooperatively to address deficits identified in school NAPLAN data through a middle school initiative. This involved teachers from across WCOS undertaking cooperative programming to better align stage 3 to 4 transition in numeracy education.

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Course	School 2014	School Average 2010-2014	SSG 2014	State DEC 2014
Ancient History	71.7	72.5	68.8	69.1
Biology	70.9	68.4	68.6	70.2
Business Studies	72.9	70.9	69.5	71.4
Chemistry	72.6	69.7	70.1	75.4
Community and Family Studies	78.4	73.8	73.9	72.8
Economics	66.8	66.8	68.1	75.2
English (Standard)	66.5	66.3	66.8	65.9
English (Advanced)	77.3	78.0	78.0	80.1
Food Technology	66.6	67.4	68.3	68.4
Mathematics General 2	75.1	75.1	66.1	65.5
Mathematics	76.5	73.8	74.6	77.3
Mathematics Extension 1	78.9	76.9	75.3	81.8
Modern History	71.7	72.9	70.9	72.2
Music 1	83.5	83.7	79.3	78.3
Personal Development, Health and Physical Education	79.0	75.8	71.0	71.1
Physics	71.9	72.2	68.4	73.2
Visual Arts	78.5	80.8	76.7	76.4



Significant programs and initiatives – policy

STEM subjects

STEM Initiatives

The science, technology, engineering and mathematics subjects were a focus for WHS in 2014. With help from the successful completion of a grant application, the school was able to further develop the robotics lab and a number of entries to the Electric Vehicle Festival and the purchase of a vacuum former. This included the use of CAD and CAM technologies and in particular 3 D printing.

In 2015 we are planning to expand this program into our WCOS feeder primary schools to operate as a GATS program for year 5.

The school has continued to operate a whole week of Science and Engineering challenges, during which every student in the school competed in team events. This was run with supervision from senior engineering students as well as school and visiting staff. This year we had students from the University of Newcastle competing against our students in the catapult challenge.

The ME program (Manufacturing and Engineering) has developed very strong links with the University of Newcastle in conjunction with Engineer's Australia. It operates a number of programs in which our students have participated. These include "Build Me a Future", "Girls in Engineering", the "Electric Vehicle Festival" and the "MeCart". These programs reached many students and parents and are being expanded in 2015.

Aboriginal education

All Aboriginal students have a personalized learning program (PLP). Individual teachers meet with families and caregivers to develop strategies to ensure the students achieve to their ability. Long and short term goals are established and revised upon in an ongoing basis. Career pathways are established for senior students.

In many cases students are performing at or above grade levels. Tutorial assistance is provided for all senior students and targeted junior students. This is provided by the Norta Norta program.

Students from Whitebridge High School attended the regional NAIDOC week celebrations at HSPA. Cultural activities were ongoing: Didgeridoo tutoring and performance, mentoring for Indigenous students and Indigenous expertise - visiting performers were provided music and history classes through storytelling.

Indigenous students were made aware of school-based traineeships and career opportunities and were assisted with their applications. Indigenous students attended university summer school.

In 2014 an Aboriginal focus day was initiated, where all lessons had an aboriginal focus relevant to that particular subject area.

Multicultural education and anti-racism

Whitebridge High School celebrated Harmony Day in March this year with a variety of presentations in the school hall. Teachers addressed the assembly on the relevance on multiculturalism. Students and ex-students spoke to the students about their experiences working and travelling overseas in Fiji and Vietnam. This had considerable impact broadening the students' horizons and making them aware of the diversity of lifestyles in our region. Music students performed to enhance the ceremony. The event was compered by senior students. The technical equipment used during the event was operated by our student sound team. Tibetan dances and Chinese martial arts tutors also performed at the school.

Significant programs and initiatives –

Aboriginal background

Funding used to release staff for focus day planning, guest speaker addressed staff on cultural significance at staff meeting, and NAIDOC week activities supported.

Aboriginal students were supported with tutors both in and out of school.

Learning and Support

A range of programs was offered targeting students with disabilities and students who were below benchmark across a range of subjects. Students were supported individually, in groups and in class. LAST worked with staff to adjust student work and assessments.

Other significant programs and initiatives

National partnerships

The Australian Government committed $243 million for 2013 to drive improvement in the areas of literacy and numeracy.

Whitebridge High School was allocated just over $200 000 to implement improvement in one of the areas of literacy or numeracy for Years 7 and 8. Results from NAPLAN and other local measures indicated that we should focus our efforts on literacy. All students in Years 7 and 8 were included in the program.

The Improving Literacy and Numeracy National Partnership (ILNNP) is underpinned by a whole-school approach to improve student outcomes in literacy. It also focuses on the importance of an underlying school culture of continuous improvement to optimise student achievement and to ensure sustainability.

A situational analysis was completed at the start of the program outlining school context, 2012 – 2014 school targets from the school plan, 2012/2013 literacy performance (from NAPLAN results, local measures, TORCH results and teacher professional judgement), ILNNP context and actions and the program budget.

All year 7 and 8 students were then placed on the literacy continuum, which allowed all staff to become familiar with the literacy levels of students. In addition staff undertook Teacher Professional Learning to develop their understanding of the literacy continuum. An Individual Learning Program was developed for all students who had not met the national minimum standards in one or more areas identified through the NAPLAN results.

The baseline data on the students' progress in literacy was developed at the start of the program in May 2013.

In 2013 a five (5) pronged approach was used to improve literacy outcomes for our students in Years 7 and 8. The strategies were

- Focus on reading
- Spelling for comprehension (in school program involving explicit teaching strategies)
- Reading for comprehension (in school program involving explicit teaching strategies)
- Read OFTEN (home reading program)
- Accelerated reading program (software driven program used by all students in Years 7 and 8)

At the end of 2013, the literacy continuum was adjusted to reflect the progress made by all students in Years 7 and 8.

Data collection will continue into 2014 with the program finishing in November.

The Empowering Local Schools National Partnership (ELNSP) was another program in which our school was involved. A $50 000 untied grant was allocated to each of the participating schools. This grant was designed to be used by the targeted schools to support a range of initiatives which included:

- Staffing mix
- Professional learning including attendance at ELS conferences, principal learning through AITSL and other school based initiatives in governance, staffing and reducing red tape.
- Resources to support a more localised model.
- LMBR and associated school management software system improvements.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Situational Analysis
- National Tool for school Improvement
- Team Leadership for School Improvement
- Staff Tell them from Me survey
- Internal review
- School structure survey

School planning 2012-2014:

School priority 1

Ensure that quality teaching and learning is the focus for the school community.

While quality teaching and learning is the main focus for our school we expect to further develop the K-12 learning continuum across the Whitebridge Community of Schools (WCOS),

particularly the middle school strategy. We expect to further develop and expand the Asia Access plan and continue to be a Mandarin language school. We expect to better align our Aboriginal education focus through a genuine and recognised partnership with our AECG.

Outcomes from 2012–2014

- Focus on Reading program continued with Years 7, 8 and 9 in 2014. This program was embedded as a learning culture in our school. Students' progress was plotted on the literacy continuum.
- Students plotted on the literacy continuum using triangulated data similar to that used for the Literacy continuum.
- Preparation for the establishment of the Confucius classroom in 2015. Approval granted with support from and links with the University of Newcastle.

Strategies to achieve these outcomes in 2015

- Focus on reading program continued as part of the learning culture of WHS
- All staff familiar with literacy continuum, positioning of students and Learning Adjustment Register (LAR) for students in their classes.
- Faculty programs reflect explicit teaching of spelling , comprehension and writing for improved reading and writing.

  Staff is able to contribute to the LAR for individual students and critically look at positioning of students on the literacy continuum to enable the appropriate differentiation of class lessons to occur.

School priority 2

Build coordinated collaborative interdependent faculties and learning teams to improve academic and welfare outcomes for all students.

The school is focused on building the strengths of staff and community to provide rich and challenging learning experiences for students. To enable this faculties and specialized teams of staff will work cooperatively across Whitebridge Community of Schools (WCOS) to develop programs that extend and challenge students for 21st century learning.

Outcomes from 2012–2014

Develop a range of programs that enable the school to meet the learning needs of all students.

Evidence of achievement of outcomes in 2014:

- PLP Meetings were held this year with students, parents / carers and a teacher to build a family and school connection. The PLP meetings aimed to strengthen the students understanding of their goals and help identify how the school can support them. The PLP plans are published on students' data base and made available to all staff.
- MC and ED classes. The classes have a fulltime SLSO who works with the teacher to support these students both inside and outside the classroom. The classrooms were identified and changes were made to address the specific needs of the students. Mainstream teachers were timetabled to teach the students as a class. Planning, adjustments to programs and new practices were established to cater for the students. The teachers worked with the parents/ carers to build a strong relationship through regular contact via email, phone, communication books and IEP, ITP and review meetings.
- During the year the Wellbeing Team have used a multidisciplinary approach to support students both staff and community support. East Lakes Community Youth Centre had a worker in the school once a week to engage students who need help during non-school hours. The schools Youth Support worker saw students on a regular basis to help improve the self-esteem and coping skills for students. Both people regularly met with the Wellbeing team and HT Wellbeing.

Strategies to achieve these outcomes in 2015:

- The school will continue to build a strong bond with the Aboriginal community by regular communication with a focus on closing the gap between indigenous and non-indigenous student outcomes.
- The Wellbeing Team will continue to access support agencies and aim to gather information about students at the commencement of high school or at the point of enrolment during the year to identify the best way to support that student in their learning and wellbeing at our school.

School priority 3

Build and develop leadership through collaborative school community management.

The school aims to build demonstrable capacity in staff to achieve continuous improvement in student achievement and to implement transformational change to enable the school to deliver contemporary service delivery in education.

Outcomes from 2012–2014

- Demonstrable competence by staff in ongoing development across all DEC leadership capability domains

Evidence of achievement of outcomes in 2014:

- In 2014 the WCOS initiative was strengthened through a greater partnership across the schools as all schools work towards a genuine K-12 educational experience. This was seen through expanded GATS initiatives, which took place in science, mathematics and creative writing and Mandarin. In these forums, year 5 students from our partner schools were offered sustained and ongoing opportunities to participate in high school experiences across these areas.
- School appearance and presentation well maintained with improvements in covered way areas and classrooms. Students and staff worked together to paint classrooms to improve the learning environment.
- Executive staff encouraged to develop greater sophistication of skills in faculty leadership and management.

Strategies to achieve these outcomes in 2015:

Development of 2015 – 2017 school plan building on plan for 2012 – 2014. All staff are aware of new plan and its implications for students, staff and WCOS.

Staff actively encouraged to engage with the Australian professional standards for teachers and develop an individual PDP within the PDF framework.

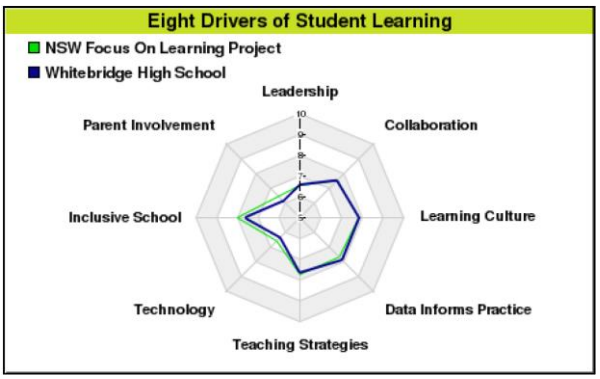
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

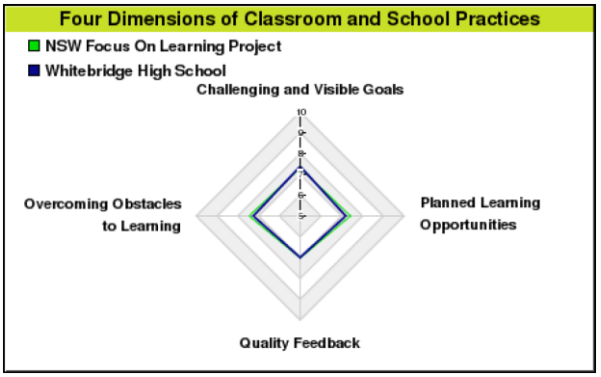
Their responses are presented below.

Tell them from Me Survey

This year teachers were involved in a state-wide survey which focused on classroom and school effectiveness. The survey concentrated on teachers' priorities over the eight drivers of student learning. A continuum from strongly agree (10), a neutral position (5) to strongly disagree (0) was used to answer each question and the results summarized below:



Teachers use data to influence their teaching practices at a slightly higher rate than the state average. Other areas were consistent with state average, but teachers responded slightly below state average in the areas of parent involvement, inclusive school and technology.


Four Dimensions of Classroom and School Practices
NSW Focus On Learning Project
Whitebridge High School
Challenging and Visible Goals
Planned Learning Opportunities
Quality Feedback
Overcoming Obstacles to Learning

The results for classroom and school practices were consistent with state averages.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

- Continual improvement in learning

  Every student in our care is engaged in learning meaningful learning experiences and achieves their full potential as a learner, a leader and as a responsible and productive citizen

- Continual improvement in teaching

  To develop a cohesive and supportive culture of teaching and learning practice that underpins the continual improvement of student and teacher learning outcomes.
  Every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.
  To provide an aspirational culture of high expectations for students.

- Continual improvement in leading

  All staff work within a culture of organisational leadership through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities. This is inclusive of our agreed Whitebridge Community of Schools priorities.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

http://www.schools.nsw.edu.au/learning/emsad/asr/index.php